

# **DEALING WITH GLOBAL, LOCAL AND INTERCULTURAL ISSUES FOR GLOBAL COMPETENCE DEVELOPMENT IN TEACHER TRAINING: A PILOT STUDY ON THE VIEWS OF UNIVERSITY TUTORS IN HUNGARY**

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## **Abstract**

In today's divisive world, education needs to empower students to become active global citizens who are prepared for the challenges of the 21st century and who can solve local and global problems. The urgency of the implementation of global education is stressed by the fact that in many countries, OECD PISA has already started to measure students' global competence. As teachers are often seen as educational gatekeepers, who decide on the content and the quality of the learning experience, it is worth examining their views on the global dimension of education. This pilot study has a dual aim. First, it proposes an interview guide specially designed to explore teachers' views on *global competence development* (GCD). The other aim of the study, involving four participants working in an EFL teacher training programme in Budapest, is to reveal their views on GCD and their perceptions of their role in developing their students' global competence. Findings suggest that participants have a reasonable understanding of GCD, but they lack some knowledge about its dimensions. Also, they think that they play an important role in developing their students' GCD, mostly by selecting appropriate topics to raise their awareness of certain issues and by acting as role models. As the results indicate, it might be advisable to incorporate GCD more clearly, systematically and with well-defined goals in the EFL teacher training programme.

## **1 Introduction**

Global education has gained considerable importance in English language teaching in the past three decades (Cates, 2002) as several authors have been advocating for the inclusion of real-world issues in the language classroom to provide students with meaningful content while also developing their language skills (Cates, 2002; Maley, 2004; Sampedro & Hillyard, 2004; Ruas, 2017). In 2014, the promotion of global education entered a new phase, when UNESCO proposed a new educational framework, called *Global Citizenship Education* (GCE), with the aim of nurturing global citizens and preparing students for the challenges of the 21st century (UNESCO, 2015). The urgency of implementing the GCE framework has been further emphasised by the fact that the OECD PISA started to assess students' global competence in 2018 (PISA, 2017).

Some of the challenges people face today include navigating through an increasing amount of information, distinguishing between fact and opinion, and

interpreting what is going on around them in the world (Oxfam, 2018; UNESCO, 2015). Therefore, the main aim of GCE is to provide students with the “opportunity to develop critical thinking about complex global issues in the safe space of the classroom” (Oxfam, 2018, p.1). In such an environment and with such an aim, there is a need to shift from “passive to active learning, from teacher- to student-centred learning, from language as structure to language for communication about the world” (Cates, 2002, p.45). As global classrooms are also learner-centred classrooms (Pike & Selby, 1988), in order to educate global citizens for this new reality, teachers need to assume new and different roles and reconsider what and how they teach (Cates, 2002).

Teachers are usually seen as educational gatekeepers (Thornton, 1991), who decide on the content and quality of the learning experience; thus, it is worth examining their views on the global dimension of education when it comes to the implementation of the GCE framework. In the Hungarian context, there is a dearth of research in the field of global education in ELT, so this paper is intended to fill part of the gap. The pilot study presented in this paper has two aims: a research methodological one and an empirical one. On the one hand, it is intended to validate a newly designed interview guide to be used to explore EFL teachers' views on global competence development in Hungary. On the other hand, it aims to reveal EFL teacher trainers' views on global competence development and their own perceived role in developing their students' global competence in an EFL teacher training programme in Hungary.

## 2 Review of the literature

### 2.1 Global citizenship education and global competence development in ELT

The umbrella term *global education* (GE) has been widely used in the past 30 years to refer to an educational paradigm with the aim of nurturing students to become responsible citizens who can contribute to the creation of a better world. The present paper uses the term global education when referring to *global citizenship education* (GCE), which encapsulates “how education can develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable” (UNESCO, 2014, p.9). It incorporates all the theories and methodologies that were already implemented by human rights education, peace education and education for sustainable development (UNESCO, 2014). Global education has widely influenced education systems all around the world (UNESCO, 2015) and the global component is present in the core curricula of several countries (e.g., the UK, Australia, Colombia, the Republic of Korea, etc.) (UNESCO, 2015).

Its significance is also supported by the fact that the OECD PISA started to assess students' global competence in 2018. By their definition, *Global Competence*

is the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (PISA, 2017, p.7)

A globally competent student thus has knowledge about the world and other cultures, has the skills to understand the world and take action, has the attitudes of openness, respect for people from different backgrounds and global mindedness, and values human dignity and diversity (PISA, 2017).

Several factors have contributed to the importance of the incorporation of the global dimension in ELT. Firstly, English has gained considerable importance in our increasingly interconnected and globalized world as there is greater contact between

people from various parts of the globe. As a result, the importance of teaching the language now lies in the preparation of students for intercultural dialogue (Gimenez & Sheehan, 2008). Secondly, in our ever-changing, fast-paced world, education in the 21st century has to cater for different needs than before: in order to prepare learners for an unpredictable job market, teachers now also have to develop their students' 21st century skills (NEA, n.d). According to the Partnership for 21st Century Skills, these include three main types of skills: *learning and innovation skills* (i.e., creativity, critical thinking, communication, collaboration); *information, media and technology skills* (i.e., information literacy, media literacy, ICT literacy) and *life and career skills* (i.e., flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility) (Partnership for 21st Century Learning, n.d). The P21 Framework emphasises that these skills should be taught discretely in the context of the key subjects (e.g., Language Arts, World Languages, Mathematics, Science, History) and 21st century interdisciplinary themes (e.g., global awareness, environmental literacy, health literacy). Therefore, these skills can be developed during English lessons while students also work on their four basic language skills. Thirdly, people around the world have to deal with many global issues (e.g., radicalisation, racial and religious tension, and global warming) and it is getting harder than ever to understand and react to what is happening around us. Therefore, there is an increasing need in education to address these difficult issues in a protected environment, under the guidance of teachers, and to enable young people to react to them. As according to UNESCO MGIEP (2017), the language lesson is an "open-content space" (p.158), it lends itself to the discussion of real-world issues and to the development of the aforementioned skills and thus, it may be the perfect terrain for the development of students' global competence.

## 2.2 Global teachers' roles and competences

Teachers are instrumental in implementing the global perspective in their lessons because of their role as educational gatekeepers, who constantly make decisions on what is taught and how it is taught (Thornton, 1991). As Kirkwood-Tucker noted (1990, cited in Bourn, 2015, p.66), "teachers [are] more influential than textbooks as the primary source of information for students about global education." Given the fact that the aim of global education is to make the world a better and more just place, teachers who opt for the inclusion of the global perspective are often seen as agents of change (Bourn, 2015), hence the currently spreading term *global teachers*.

Nevertheless, this role is often perceived as controversial. Apart from the fact that global educators should create a new type of learning environment and promote new ways of learning, they are also expected to promote values committed to social justice (Bourn, 2015). For this reason, they are often accused of pushing political agendas and brainwashing students (Brown, 2009). According to the leading figures of critical pedagogy though (Freire, 2014; Giroux, 1997), education is an inherently political act and teachers are key actors in effecting change in their communities. Freire (1985) claims that education cannot be neutral and if educators want to make a difference, they cannot shelter their students from challenging issues in the classroom. Brown (2009) points it out that discussing "hot topics" and engaging in critical pedagogy comes with some moral dilemmas. According to him, even if the teacher has good intentions and wants to act as an agent of change, the question arises: how far should they "push their own personal beliefs and agendas" (p.269) in their mission to nurture critical thinkers? Sargent (2007) also addresses the dangers of brainwashing students; nonetheless, he posits that it is feasible to deal with controversial issues in the context of global education in a multidimensional way, without championing one view over others.

Besides their role as agents of change, global teachers are supposed to have specific characteristics. In order to be credible in their role of promoting global citizenship, teachers, first and foremost, must become global citizens themselves (Andreotti, 2012 as cited in Bourn, 2015). Several authors have attempted to draw up the profile of a competent global teacher and describe all the knowledge, skills and attitudes they need in order to be able to nurture global citizens. The Longview Foundation (n.d.), in its *Teacher Preparation for a Global Age* also claims that global teachers need to be global citizens, who have the following competences:

1. Knowledge and curiosity about the world's history, geography, cultures, environmental and economic systems and current international issues;
2. Language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives, and use primary sources from around the globe;
3. A commitment to ethical citizenship (p.7).

Apart from these competences, they also possess:

1. Knowledge of the international dimensions of their subject matter and a range of global issues;
2. Pedagogical skills to teach their students to analyse primary sources from around the world, appreciate multiple points of view, and recognise stereotyping;
3. A commitment to assisting students to become responsible citizens both of the world and their own communities (p.7).

UNESCO (2018, p.5) promotes a similar set of competences for global teachers: according to them, educators need to "[have] strong subject and pedagogic content knowledge, possess effective classroom management skills, readily adopt new technologies, and be inclusive and sensitive to the diverse needs of their students." Based on Pike and Selby's (1988) more detailed profile, a global teacher:

1. is 'global centric' rather than ethnocentric or nation centric;
2. is concerned about culture and perspective;
3. is future-oriented;
4. is a facilitator;
5. has a profound belief in human potential;
6. is concerned with the development of the whole person;
7. employs a range of teaching/learning styles in the classroom;
8. sees learning as a life-long process;
9. tries to be congruent;
10. is rights-respectful and seeks to shift the focus and locus of power and decision-making in the classroom;
11. seeks functional interdependence across the curriculum;
12. is a community teacher (Pike & Selby, 1988, pp.272-274).

As it can be seen from the above, becoming a global teacher is not an easy undertaking, but requires a significant amount of preparation and new pedagogical thinking; nevertheless, failing to meet these requirements is seen as one of the greatest barriers to the implementation of GCE (UNESCO, 2018).

### 2.3 Teachers' views on global education

Becoming a global teacher also presupposes understanding the aims of global education and believing in its importance. Empirical studies show that *teacher agency* has an important role to play in the implementation of GCE in schools and that “[teachers’] perceptions and stances profoundly impact GCE outcomes even if the school or national education policy explicitly mark GCE as a priority – but especially in contexts that lack such clarity” (Goren, 2017, p.11). In what follows, a brief overview of such empirical studies from several teaching contexts in different parts of the world is given, citing examples of what views teachers hold on global education in Slovenia, Canada, Israel, and Turkey.

In Slovenia, Skinner (2012) conducted semi-structured interviews with teachers and headteachers in two high schools to inquire into their perceptions of global education. What she found was that although GCE is not explicitly included in the curriculum in Slovenia, teachers had a reasonable understanding of the premises of global education and they also had a positive attitude towards bringing the global perspective to their subjects. They also felt that including the global dimension in class was done “intuitively and was part of being a good teacher.” As one of them put it, “being a teacher is trying to teach them to be responsible grown-ups sooner or later, not just to teach them maths or whatever your subject is” (p.48). Many teachers equated global education with 21st century quality education. Apart from the transformative nature of GCE, they also praised it for its social justice dimension and its “active and critically reflective approaches” (p.48). Although most teachers spoke highly of the concept of global education, they also highlighted that it is often difficult to deal with global issues and involve students in active learning “due to time constraints and the quantity of curriculum material to cover” (p.59). They also noted that “the school system is creating pupils who are able to reproduce a lot of knowledge but without the skills to know how to apply [it] and make it relevant to everyday life”, and they felt that GCE can be a tool for bridging that “theoretical-practical gap” (p.68).

In her case study, Guo (2014) attempted to gain a deeper understanding of 45 Canadian teacher candidates' views on GCE during an Educating for Global Citizenship course that she taught. She found that although the candidates recognized the significance and their responsibility in nurturing global citizens, they “reported limited understanding of and experiences with global citizenship education” (p.8). Participants also indicated that although they had encountered “teachable moments” connected to themes of GCE, they could not fully exploit these moments given their lack of ability and proper training to do so. However, during the course, they “gained new understandings of global citizenship education” (p.10) and by the end of the course, all teacher candidates had indicated that “they could incorporate GCE topics in teaching practices” (p.11) no matter what their subject matter was. Among the benefits of GCE, they mentioned its “allowance of creativity and deviation from a typical curriculum” (p.11) and also its ability to serve as “an impetus to become knowledgeable in global issues and current affairs and getting creative with the given curriculum” (p.12). Finally, they also voiced their needs related to implementing GCE: they felt that they would need more practice-oriented professional development courses and more resources in order to successfully incorporate the global dimension.

In Israel, Goren and Yemini (2017) interviewed 15 teachers teaching in secular Jewish schools in Tel Aviv about their perceptions of GCE. As there is no mention of GCE in formal curricula, teachers agreed that “their own motivation and perceptions of their roles played a key part in the extent to which they introduced GCE-related contents in their classrooms” (p.18). All the participating teachers saw themselves as “agents of GCE” and all of them believed that it is their responsibility to prepare students “to function in a global society” (p.18). They also noted that while they felt

committed to GCE, they were “highly sceptical that all teachers would be inclined to incorporate it,” especially in schools lacking resources (p.18). One participant pointed out that in the end, “it all depends on the teacher. I think global citizenship is important, so I bring it into my classroom (p.18)”. As Goren and Yemini put it, teacher agency can become problematic “if the curriculum does not actively include global citizenship and its themes [and] the extent of GCE introduced into the classroom depends on teachers themselves” (p.18). According to them, these findings strongly suggest that GCE should be addressed in teacher education to raise trainees’ awareness and develop their pedagogical skills to deal with controversial issues; and a proper policy in this regard should also be created in Israel.

Başarir (2017) aimed to explore the perceptions of 13 English instructors teaching at Turkish universities regarding the integration of GCE into ELT courses. Three of the participating instructors stated that they felt they had no role in preparing students to become global citizens; however, 10 of them said that they had a responsibility to either act as an informer (n=6) or as a role-model (n=4) for their students. But only 5 participating teachers claimed that they deliberately incorporated the global dimension in their lessons, by setting up discussions about global issues, reading about global issues and reflecting global citizenship in their own behaviour. The rest of the participants stated that GCE was “irrelevant” in English lessons (p.417). All the participants claimed that the “current ELT curriculum they were following did not educate students as global citizens” (p.418). As Başarir concludes, the results clearly show “the lack of knowledge of the participants about the topic” and that teachers who are “unaware of their role and responsibilities in the development of global citizenship in their students, reflect their ideas into their classroom practices” (p. 420). Finally, she states that it would be useful to organise in-service training on the incorporation of GCE in order to effectively help teachers nurture global citizens.

Even though most of the above-mentioned studies were based on qualitative data collected from small samples of participants and were carried out in very different contexts among teachers with different levels of teaching experience, it is possible to identify some recurring themes. In most cases, the findings suggest that if teachers understand the main premises of global education, they tend to find it important. It seems that whether the global dimension is explicitly included in the main curriculum or not does not necessarily influence teachers’ perception of the importance of GCE (see Goren & Yemini, 2017). The perceived benefits of GCE include learning about global issues and being able to use learner-centred methodologies (Guo, 2014; Skinner, 2012). However, many participating teachers in these studies expressed their concerns about their insufficient training to deal with these issues in class, their lack of knowledge about global issues, the lack of support from educational stakeholders, the student’s lack of interest in these issues and time constraints (Başarir, 2017; Guo, 2014; Skinner, 2012). Whether teachers incorporate the global perspective or not, mostly depends on teacher agency, for it is the teachers who effectively act as educational gatekeepers, just as Thornton (1991) put it. Initial teacher training seems to play a significant role in this decision making, as trainees who have received training in dealing with global issues tend to have a better understanding of the global dimension and feel more confident about incorporating GCE themes in their lessons (Guo, 2014).

## 2.4 Rationale for the study

The Hungarian Government accepted the Nemzetközi Fejlesztési Stratégia (International Development Strategy) in 2015 (Government of Hungary, 2015), committing itself to the inclusion of global citizenship education on all levels of the Hungarian educational system (HAND, 2016). There seems to be “no accredited formal

global educational curriculum in any level yet" (CONCORD, 2018, p.72) but it is reported that the "work is ongoing regarding the integration of GE into the national curriculum at primary and secondary level" (p.72). Nevertheless, the Hungarian National Core Curriculum (NCC) already contains some aspects of global citizenship education. One of the stated overarching aims of public education is to "educate individuals who are committed to truth and fairness, the good and the beautiful, and to develop the intellectual, emotional, social and physical abilities that are required for the evolution of a harmonious personality" by helping them to

1. become responsible citizens;
2. develop objective self-knowledge and reliable ethical judgement;
3. find their place in the family, in small and large communities and in the world of work;
4. be able to make responsible decisions about their own lives and that of those in their care;
5. become able to gain information, form opinions and act independently;
6. get to know and understand natural, social and cultural phenomena and processes;
7. value the preservation of diversity of culture and the living nature and act accordingly (Government of Hungary, 2012, p.7).

The educational goals include *Sustainability and Environmental Awareness*, *Education for democratic citizenship*, *Development of self-knowledge and community skills* and *Media Literacy* (Government of Hungary, 2012). Moreover, the core competences students have to acquire by the end of their studies include *Social and civic competence* and the *Sense of initiative and entrepreneurship*. It is also important to note that based on the NCC, "special significance must be attributed to the formation and development of intercultural awareness" (p.49), which is an important part of global competence as well.

Although based on the educational goals the school should be the place where students become active democratic citizens, there is a widely held view in the Hungarian society that politics should be banned from schools (Hunyadi & Wessenauer, 2016). Nowadays, people associate politics with party politics, with all its potentially negative overtones, and other aspects of politics, including social and human rights issues, get banned from schools as well, so many teachers feel that they are not allowed to discuss public affairs with their students (Hunyadi & Wessenauer, 2016). As a result, students do not have the opportunity to discuss complex, often controversial issues under the guidance of their teachers (Hunyadi & Wessenauer, 2016). The negative consequences of the taboo of politics are quite apparent: several studies indicate that Hungarian students are apathetic and disillusioned with politics, which is manifested in their lack of interest and participation in public affairs (Gáti, 2010; Integrity lab, 2016; Szabó & Kern, 2011). However, other studies show that they want to make their voices heard, they want to talk about current issues, and they feel that their schools should have a role in preparing them to do so (Torney-Purta, Schwille, & Amadeo, 1999; Flash Eurobarometer 202, 2007). The majority of the participating students in the CIVED study (Torney-Purta et al., 1999) claimed that this dimension is missing from their education (Gáti, 2010). Adopting the global perspective could be a remedy to this situation, but first, it would be imperative to examine how Hungarian EFL teachers view GCD and how they see their role in fostering the above-mentioned competences.

Despite the relevance and urgency of the implementation of GCE, apart from two studies, inquiring into the presence of the global dimension in the pedagogical objectives in high schools (Molnár & Hórich as cited in Hain & Nguyen, 2012) and the



presence of the global dimension in teacher training (Hain & Nguyen, 2012), research on global education in Hungary is virtually non-existent. Moreover, there has not been any research into the global dimension in ELT apart from the author's own (Divéki, 2018). As Guo (2014) pointed out, initial teacher training has a great impact on novice teachers' views on the incorporation of the global perspective, so it would seem to be a logical step to start investigations in this context. The present study aims to fill this research gap by examining EFL teacher trainer's views on GCD.

## 2.5 Research questions

The following research questions arise based on the literature and the aims of the study:

RQ1 – What are the views of university tutors involved in EFL teacher training at a Hungarian university on developing students' global competence?

RQ 1.1 What do these university tutors involved in EFL teacher training understand by global competence development?

RQ 1.2 How do these university tutors involved in EFL teacher training view their role in developing students' global competence?

RQ2 – Does the interview guide elicit appropriate data to answer RQ1 and its sub-questions?

## 3 Methods

The following section comprises the detailed description of the participants and the setting of the study. It also outlines the methods of validating the proposed instrument and the methods of data collection and analysis. Finally, it addresses the steps taken to meet the quality criteria of qualitative studies.

### 3.1 Participants and setting

The participants of the study were selected using purposive sampling strategies. As one of the aims of the study was to reveal teacher trainers' views on global education in a teacher training institute, the most popular EFL teacher training programme at a prestigious university in Budapest was chosen as the context of this study.

Maximum variation sampling was used in order to ensure the greatest variety of participants. Apart from the exploration of the variety of responses, as Dörnyei (2007) suggests, the great benefit of this procedure is that it "underscores the commonalities" and in this way, any pattern the researcher finds might be assumed to be "reasonably stable" in the given population (p.128). What the participants had in common was that they all teach the courses *Language Practice 1* and 2, a compulsory two-term course (approximately 100 hours) for all first-year English majors and EFL teacher trainees.

Four participants, two males and two females, were selected for this pilot study, representing different age groups and having different lengths of teaching experience. Two of the participants were core members of the selected department (one of them was retired), the other two tutors were temporary lecturers. Even though three of them were teachers of other subjects as well, they were mainly involved in teaching English at the time of the interviews.



<b>Pseudonym</b>	Ilona	Ulrich	Adél	Zsigmond
<b>Teaching experience</b>	26 years	35 years	4 years	39 years
<b>Teaching experience in the research context</b>	3 years	26 years	3 years	28 years
<b>Graduated from</b>	University of Pécs	University of Leipzig	Eötvös Loránd University, Budapest	Eötvös Loránd University, Budapest
<b>Other subjects ever taught</b>	-	German as a foreign language	Hungarian language and literature	Geography
<b>Core member</b>	no	yes	no	yes (retired)

Table 1. Interviewee's profiles

### 3.2 Validation of the instrument

One of the aims of this study was to propose and validate a new instrument to be used to gain insight into teachers' views on global competence development. The following steps were taken to design and validate the interview guide:

1. Review of the literature;
2. Self-interview and reflection;
3. Writing up broad themes based on the literature and reflection;
4. Developing questions based on the themes, creating the first draft of the interview schedule;
5. Subjecting the first draft to expert judgement (to the author's PhD supervisor);
6. Correcting the first draft of the interview schedule, creating the second draft and its English version;
7. Subjecting the second draft and its English translation to expert judgement (to the author's PhD supervisor and fellow PhD students);
8. Correcting the second draft and finalising the interview schedule to be piloted;
9. Conducting the four pilot interviews;
10. Creating the transcripts;
11. Analysing the data;
12. Drawing conclusions about whether the interview guide elicited appropriate data;
13. Finalising the interview guide based on these findings.

The above-mentioned steps are further elaborated on in Sections 3.3, 3.4 and 4.3.

### 3.3 Methods of data collection

To tap into teacher trainers' views on global competence development, semi-structured interviews were conducted. The languages of the interviews were Hungarian and English as in one case the interviewee and the interviewer did not share the same mother tongue. First, the Hungarian instrument was prepared and then it was translated to English and checked by the author's supervisor and fellow students in the PhD Programme she attends. The instrument was designed for collecting data

for two different research projects: the present one and one on teachers' attitudes towards teaching global, local and intercultural issues; thus only half of the interview schedule focused on views on GCD and university tutors' perceived role in GCD.

During the interviews, the tutors were asked to briefly define what knowledge, skills and attitudes they believe make someone successful in the 21<sup>st</sup> century. Then they were invited to enumerate the components of global competence, to ponder the importance of global competence development, whether they think they are globally competent, and whether they consider themselves as global citizens. They also had to draw up the profile of a global teacher and were asked to think about their role and whether they consider themselves to be *educators* or *language teachers*. Finally, they were asked about how they see the role of GCD in EFL teacher training.

The interview questions were developed on the basis of the literature and the author's own interest in the topic. First, the main topics were drawn up and the first draft of the interview protocol was developed based on these themes. The first draft was subjected to expert judgement during a consultation session with the author's PhD supervisor. The main modifications were in connection with the order of the questions, and the order of the two main parts of the interview was switched. The second draft was handed to the supervisor and to the author's course mates and Research Seminar course tutor at her PhD programme. At this stage of validation, only some minor changes were implemented, and the interview guide for the pilot study was finalised (for the interview guide used in the pilot study, see Appendix A).

### 3.4 Procedures of data collection and analysis

The interviews took place in the training institution, in the tutors' offices between 14<sup>th</sup> March 2019 and 25<sup>th</sup> March 2019. The interviews lasted between 40 and 60 minutes and they were audio-recorded with two mobile devices after the participants' consent was obtained.

The interview data were transcribed right after the interviews. After the preparation of the transcripts, the initial coding of the data began by reading the scripts carefully and then labelling and commenting on the script. Using the constant comparative method, "designed to identify themes and patterns in qualitative data" (Maykut & Morehouse, 1994, p.159), the data were broken down into meaningful units and coded into categories. Each new unit of meaning was then subjected to analysis, compared to the other meaningful chunks and then, grouped with other units of meaning. If there was no already existing similar unit, a new category was formed (Maykut & Morehouse, 1994).

Throughout the validation process, the author went into great lengths to ensure that the study would meet the quality criteria of qualitative studies. The *credibility* of the study was established by using member checking; the transcripts were sent back to the participants to give them the opportunity to check and correct what they had said in the interview. The parts they deemed unsuitable were taken out of the transcripts and were not subjected to analysis. The researcher aimed to meet the criteria of *transferability* by attempting to give a detailed description of the research context and the procedures. The *dependability* of the study was ensured by the use of the same semi-structured interview guide and mostly asking the same questions of the participants in order to avoid bias. Finally, the *confirmability*, or the neutrality of the study was established by the help of a co-coder, whose codes were compared to the researcher's.

## 4 Results and discussion

### 4.1 What do teachers mean by global competence development?

#### 4.1.1 Succeeding in the 21<sup>st</sup> century

Educational stakeholders have been stressing the importance of developing students' 21<sup>st</sup> century skills in recent years (NEA, n.d.) and 21<sup>st</sup> century skills are inherent to global competence as well. Therefore, instead of asking participants directly about the components of GC, they were asked to enumerate what knowledge, skills and attitudes a student should have in order to succeed in the 21<sup>st</sup> century.

Knowledge	Skills	Attitudes
Encyclopaedic knowledge professional, expert knowledge subject knowledge self-knowledge	<i>Learning and innovation skills:</i> Reflection Having an opinion Argumentation Problem-solving Creating something new Having ideas Cooperation Ability to think Critical thinking Language skills  <i>Information, media and technology skills:</i> Presentation skills  <i>Life and career skills:</i> Listening to each other, active listening Changing perspectives Holding ideas loosely Respecting each other's points of view Interpersonal, social skills Dealing with conflicts Making compromises	Openness Empathy Criticality Positivity Life-affirming attitude

Table 2. 21<sup>st</sup> century expectations from students based on the participants' answers

Even though there have been several attempts to establish a framework for 21<sup>st</sup> century skills (Partnership for 21<sup>st</sup> Century Learning, n.d.), not much has been said about knowledge and attitudes in these discussions. This also became apparent in the participants' answers. They had no difficulties in enumerating skills that would fit the P21 framework (see Section 2.1), but they were more hesitant when it came to knowledge or attitudes (see Table 2). Three of the participants questioned whether *encyclopaedic knowledge* is important in the 21<sup>st</sup> century and they claimed that it is more important to know where to find this sort of information. They placed more emphasis on professional, expert knowledge in one particular area and self-knowledge. When it came to attitudes, most of the participants mentioned openness in one way or another, and empathy, positivity and a life-affirming attitude were also mentioned.

#### 4.1.2 Being globally competent

After discussing what makes a student successful in the 21<sup>st</sup> century, the participating tutors were shown a definition of global competence and were invited to ponder what makes someone a globally competent citizen or a global citizen. Ulrich also gave his own definition of a global citizen; as he put it:

a global citizen is someone who is very much rooted locally... [...] You know, a good local citizen. [...] You know, people who have the heart in the community, who were brought up in the community and who care about the community... and because they care they see that for this community to thrive in the long run, they need to look beyond... and to understand that they are like in a spider's web... if they do one thing, it starts wobbling down and the other way around. So, to me, it's the best of the local citizen, with a view to the world. (T/U-8)

The last part of Ulrich's definition appeared in all four participants' answers, mostly when it came to enumerating the components of the knowledge dimension of global competence. All of them stated that a global citizen should be *well-informed* and should have *knowledge about the world*. Being well-informed meant something different to each of the participants, as it entails *knowledge of the local culture* to Zsigmond (T/Zs-6), *knowledge of other cultures* to Ulrich (T/U-9), *being up-to-date* to Adél (T/A-7) and *some encyclopaedic knowledge* (e.g. knowledge about 20<sup>th</sup> century history, literature, geography, mathematics) to Ilona (T/I-6) and Adél (T/A-7).

When asked about the skills needed for being globally competent, most of them apologised for repeating themselves, as the skills they listed corresponded to the ones they mentioned for succeeding in the 21<sup>st</sup> century. As for attitudes, they mentioned the same ones as in the previous case, for 21<sup>st</sup> century competences, e.g. empathy and openness, completing the list with *tolerance*, *flexibility*, *sociability*, *caring about the community*, and *thinking big*.

The participating tutors may thus claim to have a reasonable understanding of the components of global competence, but they failed to mention some important elements of the three dimensions. When it comes to the knowledge dimension, the PISA framework includes the knowledge of global, local and intercultural issues, which were not specifically mentioned by the participants. According to PISA (2017), the skills to understand the world and take action include reasoning, efficient and respectful communication, perspective taking, conflict management and resolution and adaptability, which were all mentioned in the participants' answers. The participants mentioned the attitudes listed by PISA as well, emphasising openness and respect for people from different cultural backgrounds, but only one of them mentioned global-mindedness, or being a "citizen of the world with commitment and obligation toward the planet and others, irrespective of their particular or national background" (PISA, 2017, p.17).

#### 4.1.3 Global competence development in university tutors' lessons

In order to explore what tutors really meant by global competence development, they were asked what opportunities their students have in their lessons to develop the above-mentioned knowledge, skills and attitudes. All the tutors said that they do bring global, local and intercultural issues into class to discuss, and they also deal with current issues. Even though they deliberately bring in different topics, issues generally crop up and when they do, the tutors usually address them. However, they do not include these topics systematically and the aim of developing students' global competence is not emphasised.

As they mentioned, it is more important to create the necessary conditions than to push students in this direction. As Ulrich put it,

I think the ability to think critically, to engage with texts, I create a sort of ground for this in various ways... to what extent they take up on that, I don't know, it's hard for me to tell. [...] It's more like a flowerbed. I throw in a couple of seeds and I try to create an atmosphere which is conducive to grow[ing] this kind of stuff. And how big the plants are I can't tell. (T/U-11)

Two tutors, Adél and Ulrich also pointed out that the fact that students can choose their own topics to bring in for discussion can also contribute to GCD. They both have news circle activities, where students have to talk about a news item they have read for the lesson, share their reflections on them and comment on each other's news items. With this activity, they try to "force students to read" (T/U-11) and make them take a stand, "state their opinion" and "react to anything" (T/A-9). The other tutors also find it important to make their students take a stand in connection with anything. According to Zsigmond,

we have to force these things in order to make them take a stand. If possible, we have to make it compulsory for them to look up things, so that they cannot get out of answering questions by saying "I don't know". (T/Zs-7)

Ilona expressed her concerns about her students' apathy and lack of interest and added that sometimes when she addresses an issue in class, she would be happy if at least "one out of 15 students did some further research in the topic" (T/I-7).

To sum up, giving students the opportunity to research certain topics was the most common answer among the four tutors, which they include in their lessons and outside the lessons to make students more interested in some issues and to make them take a stand.

## **4.2 How do teachers view their role in developing students' GCD?**

### **4.2.1 Whose responsibility is it to develop students' global competence?**

All four tutors shared the view that "educating students who are in [their] care" is part of being a teacher (T/I-8). Acknowledging that mostly language teachers take on this task as it is more easily done in language classes, the participating tutors stated that developing students' global competence should be every teacher's responsibility – no matter what their subject is. However, there seemed to be a consensus that it is not only teachers' responsibility to develop students' global competence. Ulrich and Ilona emphasised the students' own responsibility in developing their global competence. According to Ilona, students "should have an inner need" (T/I-3) to develop and to become more knowledgeable about the world. As Ulrich put it, teachers can only create the right conditions and guide the students but cannot develop anyone, "it is [the students'] task ultimately" (T/U-12).

The tutors also mentioned two other factors that need to be taken into consideration: the family's and the peers' role. According to Zsigmond, "the students' family plays a key role" (T/Zs-7) in nurturing them to become global citizens, as if it is the norm in the family, it will be an important aspect in their education. As Adél put it, "even though [her students] are over 18 and they have moved out of home, whatever they have brought from home is determining and is going to be a determining factor as they become adults" (T/A-10). Ilona and Ulrich emphasised the role of the peers,

as they think that through discussions, students can effectively develop each other's global competence.

#### 4.2.2 Language teacher or educator?

The tutors were also asked whether they consider themselves as English language teachers or educators. All of them chose the latter. Ilona, who also teaches in a secondary school, said that she "cannot shake off this role" (T/I-4) and university students also need to be *educated*. As she said, she sometimes educates students by intervening in situations when they disturb each other but she also educates by bringing in certain issues to discuss and therefore by forming opinions. Adél views her role similarly, as she puts it,

I don't just want to teach them the language, but I'd like to encourage them to think, to form opinions and to be more open-minded... not just to say what they think but also to be more open to different points of view and different opinions. (T/A-6)

The determination seemed to be less pronounced in Zsigmond's answer to this question:

Well yes [I do feel like an educator], but well... how to put it, not with a sense of vocation and it was never a religious mission, I've never had that, not even when I was teaching in a high school. But as I was there, I felt that maybe I should... a little bit... but not forcefully... Maybe that's how everyone feels, the difference lies in how forcefully they do it. Whether they force their own opinion on the students. [...] I would like my students – even if it's not that fashionable to say nowadays – to see the world in a more liberal way. (T/Zs-4)

Just as it was pointed out by Brown (in Section 2.2), Zsigmond also mentioned that it is very difficult to see that fine line that should not be crossed when talking about controversial issues and when presenting one's opinion so that it does not become indoctrination.

Even though the question was about how they see their role in educating young adults, and whether they consider themselves to be simply their language teachers or their educators, like Zsigmond, Ulrich also addressed the political dimension of education:

There is no such thing as value-free education. I think there are certain values and people may not share them... but it's what discourse analysts and conversation analysts say... you cannot not communicate. And I say that you cannot not educate. Either through its absence... Because of that, I choose to be fully fronted educational, but it doesn't mean lecturing or... but I have views and [these young people are] still very malleable, who are looking for something... they are trying to figure out their identity, they are trying to make key decisions in their lives, they will be the next generation... and so... I have a role. So, I'm absolutely, unapologetically educational. (T/U-6)

After expressing his strong beliefs about his role, Ulrich also pointed it out that unfortunately there are some teachers in the institution who completely reject the role of educators and regard themselves solely as language instructors or depending on their subject, as academics.

In sum, all the participants see themselves as language teaching educators, and to varying degrees feel that they have a role in fostering their students' global competence.

#### 4.2.3 Being a globally aware teacher

The participants were also asked to draw up the profile of a globally aware teacher. First, they mentioned characteristics of global citizens, such as tolerance, empathy, and being critical, but when asked about how it can be seen in the classroom, they gave more detailed answers. They agreed that the fact that someone is a globally aware teacher is manifested in the atmosphere they create. Ilona and Adél also commented that it all boils down to how the teacher reacts to certain moments and how they relate to their students. As Ilona put it, if she is globally aware, she needs to "stay authentic... so that everything [she] say[s] and do[es] should be in accordance with what [she] would like to represent" (T/I-7). As Adél worded it, "somehow you can just feel it... the atmosphere created is the reflection of who the teacher is" (T/A-9). They also seemed to agree that whether someone is a globally aware teacher or not does not necessarily come down to deliberate planning. They believe that if someone is a global citizen and has global awareness, they are going to be globally aware teachers as well, because it is not something they can shake off.

According to Adél, it can also be seen from what kind of topics they discuss in their lessons. However, the way they discuss them also matters. Ulrich commented that it is essential that teachers have a sort of meta-awareness. In his view, they have to be cautious about not becoming preachers, because "nobody likes to be preached at" (T/U-10). He points out that globally aware teachers must have a critical faculty and acknowledge that they do have a power, but they should never misuse this power to force issues. He went on to say that he should teach issues that are important to him only if he really thinks that they would also be useful for his students, but he should not address them to simply "feed [his] own little pet ego or cause" (T/U-10).

All the participants emphasised that the most important thing a globally aware teacher can do for their students is to be a role model for them. Zsigmond does not really believe in skills development in the lesson, but he acknowledged the teacher's role and as he put it, "all it takes is a charismatic teacher" (T/Zs-7) to raise students' awareness to certain issues. Ilona also highlighted the importance of the teacher as a model by saying that if one is a global citizen then it will be present in the way they live and the way they do things in the lessons and through that, the students will get a model to follow.

#### 4.2.4 Global competence development in teacher education

All the tutors agreed that it is essential that this dimension should be present in teacher training and they all considered it extremely important. However, as the participants have been involved in EFL teacher training for different lengths of time and in different ways, they have quite a different perspective of the training offered in the institute.

Adél's case can be considered special, as she graduated from the same institute four years ago, so she has a view of the training both as a former student and a tutor. She believes that GCD is present in the training "in some ways," as during the English teacher training MA course, tutors aimed to "make students more open", students "could always state their opinion" and "creativity was embraced in the lessons" (T/A-10). She also added that she might have been lucky, because her teachers loved bringing in global topics to the lessons. However, she admitted that she had heard



that in some other teacher training programmes teachers are “lagging behind and using old techniques” and she concluded by saying that there is “a lot of room for development” in this programme as well (T/A-10).

Zsigmond and Ulrich also agreed that it is present in some ways, but not clearly. Zsigmond said that he could not imagine it being part of the materials in methodology lessons, although it would be important to include this dimension somehow in the programme. Ulrich does not believe that there should be a *global issues* training component either, but he said that this should be more emphasised in the programme. He mentioned that “there is something about it in the lecture series” the department is offering, but there are no elective courses students could take to learn more about it. However, he rounded it up by saying that “a training programme like [theirs] should at least be clear about – particularly as these new competences are being seen as worth measuring – where [they] stand and what it is that [they] can contribute” (T/U-13).

They also agreed on the reasons why they think it is important to involve GCD in the EFL teacher training. Firstly, they think that everybody would need global competence, as “they are all people and they are all touched by these issues” (T/U-11). Secondly, because they agreed that in order to be a globally aware teacher, one needs to become a global citizen first. As Ilona explained, “if [students] get a model, they will become [global citizens] and they will be able to pass it on in an authentic way” (T/I-8). Taking everything into consideration, what became apparent from their answers is that although global competence development is not a clearly stated goal in the teacher training programme, personally they are all doing their best to include global topics in their lessons and to develop their students to become successful 21<sup>st</sup> century citizens.

#### **4.3 Does the interview guide elicit appropriate data to answer RQ1 and its sub-questions?**

Based on the research, it can be claimed that the interview guide yielded sufficient and appropriate data for analysis and even from the four interviews conducted, several themes emerged that were helpful to answer the research questions. However, even though the interview guide was successful in eliciting interesting and meaningful answers from the participants, the findings indicate that some modifications will need to be made in it. These modifications will mostly involve adding more clarification probes to be put to the participants in order to make the interviews more dependable by ensuring that cross-interview comparisons are feasible.

In order to obtain appropriate answers to the question “What are the characteristics of a globally aware teacher?”, there should be a follow-up question asking about how being globally aware is manifested in the lessons, because first, the participants started to talk about the characteristics of global citizens disregarding the fact that the question was about teachers. Also, even though initially the question “Whose responsibility and task do you think it is to develop students’ global competence?” referred to responsibilities in the teacher training programme, the participants went into high school teachers’, parents’ and other students’ responsibilities. So, a possible modification to this question would be “Whose responsibility and task do you think it is to develop students’ global competence at the university?” Moreover, the brainstorming question (*Could you mention some global, local and intercultural issues?*), which was designed to activate the participants’ schemata, proved to be superfluous as participants started to list the global, local, and intercultural issues they deal with in class even if it was clarified that they should not think about what they teach in that part of the interview. Consequently, this question will need to be deleted from

the interview schedule. Finally, instead of asking the question “What knowledge, skills and attitudes do you think university students need to succeed in the 21st century?”, it seems to be more advisable to break it down into specific sub-questions (e.g., *What knowledge do you think students need to succeed in the 21st century?*) in order to make sure participants do not leave out any of the three components.

The above-mentioned problems do not undermine the trustworthiness of the research as the answers received proved to be useful on the whole, but some questions need to be worded more clearly in order to get the type of answer anticipated.

## 5 Conclusion

In this study, on the one hand, the author intended to validate an interview guide designed to inquire into teachers' views on global competence development. On the other hand, she aimed to reveal how tutors working in EFL teacher training view global competence development and their role in developing students' global competence. It emerges that the designed instrument is capable of yielding appropriate insights to answer the empirical research questions of the study, so it can be used with some minor modifications in future research on Hungarian secondary school EFL teachers' and EFL teacher trainers' views on GCD. Based on the findings, it seems that EFL teacher trainers have a reasonable understanding of global competence, especially the skills and attitudes students need to be globally competent, but they are not entirely sure about what the knowledge component entails. It also becomes apparent from the data that the participants believe that global competence development is important, and that they have an essential role in developing their students' global competence as educators. Their most important role, in their view, is to bring into the classroom some local, global and intercultural issues to encourage their students to think and state their opinion. Apart from that, they also believe that they need to act as role models as global citizens in order to nurture the future generation of global citizens.

Although it has brought novel results, the research presented here has its limitations. Given the fact that it was a pilot study, it only gained insight into the views of four teacher trainers. In order to get a more detailed picture, further research would be needed involving more tutors. Moreover, the credibility of the study could be increased by triangulation by conducting lesson observations and by involving other perspectives (e.g., the students' points of view). The *dependability* quality criterion of qualitative studies could be met by following as closely as possible an updated, more detailed interview schedule in order to level out any bias.

As teachers' views on global competence development had not been explored before in Hungary, the present study filled in an important research gap. Guo (2014) pointed out the importance of the incorporation of the global perspective in initial teacher training in order to achieve that novice teachers become more likely to incorporate it in their lessons. The participants of this small-scale interview study also agree that it would definitely be worthwhile to include GCD more clearly in the EFL teaching programme, because even though it is present in some tutors' lessons in some ways, there is room for development. Further research could include exploring teacher trainee's views on GCD and the type of education they get in the same teacher training programme in teaching about local, global and intercultural issues, as it would be interesting to compare their perceptions to those of their tutors. Furthermore, the next step of the author's research will involve gaining insight into secondary school EFL teachers' views on GCD and how they compare to EFL teacher trainers' views in order to draw some conclusions to serve as a basis for pedagogical recommendations.

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## APPENDIX A

### Interview schedule on the views of teacher trainers on global competence development

Dear Colleague,

Thank you for accepting the interview and contributing to my doctoral research. I'm Rita Divéki, a second-year student in the Language Pedagogy PhD Programme at ELTE. My research field is global competence development and the aim of these interviews is exploring teachers' views on global competence development and dealing with global issues in class. There are no right answers, I'm interested in your experiences and your attitudes towards these issues. I'm going to use what you're saying for research purposes. You're going to be assigned a pseudonym during the research project and no third parties will be able to identify you. After the recording, I'm going to transcribe the interview and send it back to you for member checking. If you were interested, I would gladly share the results with you and if you consent to the interview being recorded, we can start.

#### Background questions:

1. How long have you been teaching?
2. Where did you go to university?
3. What subjects do you teach?
4. Where and in which institute?
5. How long have you been teaching here?
6. Have you ever taught or lived abroad?

#### Interview questions:

1. What do you enjoy most in teaching language practice for first-year students?

**When it comes to this course, teachers are quite free as though the syllabus consists of teaching the grammar units of Michael Vince's Advanced Languages Practice book, we're free to choose the topics to discuss in the lesson.**

2. How do you design the course? (*How do you choose the topics?*)
3. What topics do you most enjoy dealing with in class? (*Could you list some please?*)
4. Are there any topics you don't particularly enjoy dealing with in class? (*Could you list some please?*)
5. Are there any taboo topics in your classes? (*Why wouldn't you bring them in class?*)

**The next question is only for brainstorming, so do not think of topics you teach. Could you mention some global, local and intercultural issues?**

6. What global, local and intercultural issues do you usually deal with in class?
7. What global, local and intercultural issues would you never bring into class?
8. How do you feel about dealing with global, local and intercultural issues in class?
9. How often do you deal with such issues in class?
10. How important do you think it is to deal with such issues in class and why?
11. What does it depend on whether you bring in global, local and intercultural issues to deal with in class? (*What influences your decision in bringing in such issues? What do you take into consideration when selecting the topic? What prevents you from bringing in certain issues to class?*)
12. Do you consider yourself to be a language teacher exclusively or more like an educator?
13. What knowledge, skills and attitude do you think university students need to succeed in the 21st century?

**You might have heard about the fact that from 2018 on the OECD PISA has started to measure students' global competence. According to my definition, global competence comprises the knowledge, skills and attitudes which make enable students to succeed in the 21st century labour market and empower them to live as democratic, active, conscious and globally aware citizens. For the latter, the literature uses the term global citizen.**

14. What do you think makes someone a global citizen? (*What knowledge do they have? What attitudes do they have? What skills do they have?*)
15. Do you consider yourself to be a global citizen? (*To what extent do you consider yourself to be a global citizen? What do you do in order to be one? How do you develop yourself in this role?*)
16. What are the characteristics of a globally aware teacher or a global teacher?
17. What opportunities do your students have in your class to develop their above-mentioned knowledge, skills and attitudes?

**Students taking part in the programmes run by the Institute are going to become language teachers and other English-speaking experts (interpreters, translators... etc.)**

18. Do you think it is important to deal with global competence development in this context? Why?
19. Whose responsibility and task do you think it is to develop their global competence?
20. To what extent do you think it is important to involve global competence development in EFL teacher training?

**Thank you for the interview. Should you want to say anything else in connection with the topic, you're welcome.**

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